

LOGAN ELEMENTARY

815 Elmwood Ave.
Columbia, South Carolina 29201

GRADES K-5 Elementary School

ENROLLMENT 186 Students

PRINCIPAL Dr. Richard E. Moore 803-343-2915

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	38	42	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

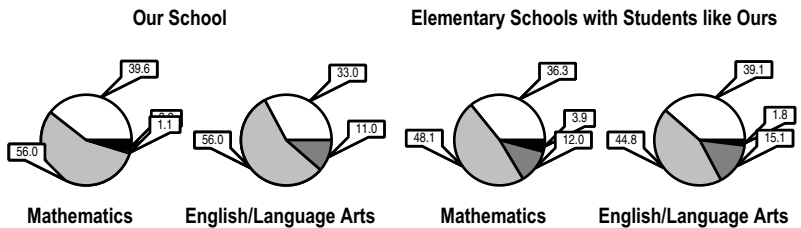
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	25	23
Percent satisfied with learning environment	88.0%	88.0%	76.2%
Percent satisfied with social and physical environment	96.0%	87.0%	87.0%
Percent satisfied with home-school relations	32.0%	95.7%	90.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	99	100.0	33.0	56.0	11.0	N/A	11.0	17.6
Gender								
Male	48	100.0	29.3	61.0	9.8	N/A	9.8	17.6
Female	51	100.0	36.0	52.0	12.0	N/A	12.0	17.6
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	92	100.0	34.5	58.3	7.1	N/A	7.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	75	100.0	38.0	47.9	14.1	N/A	14.1	17.6
Disabled	24	100.0	15.0	85.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	99	100.0	33.0	56.0	11.0	N/A	11.0	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	98	100.0	33.3	56.7	10.0	N/A	10.0	17.6
Socio-Economic Status								
Subsidized meals	91	100.0	35.3	55.3	9.4	N/A	9.4	17.6
Full-pay meals	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	99	100.0	39.6	56.0	1.1	3.3	4.4	15.5
Gender								
Male	48	100.0	39.0	58.5	N/A	2.4	2.4	15.5
Female	51	100.0	40.0	54.0	2.0	4.0	6.0	15.5
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	92	100.0	41.7	56.0	1.2	1.2	2.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	75	100.0	31.0	63.4	1.4	4.2	5.6	15.5
Disabled	24	100.0	70.0	30.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	99	100.0	39.6	56.0	1.1	3.3	4.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	98	100.0	40.0	55.6	1.1	3.3	4.4	15.5
Socio-Economic Status								
Subsidized meals	91	100.0	42.4	54.1	1.2	2.4	3.5	15.5
Full-pay meals	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	31	N/A	51.6	35.5	12.9	N/A	12.9
	Grade 4	33	N/A	51.5	39.4	9.1	N/A	9.1
	Grade 5	32	N/A	28.1	62.5	9.4	N/A	9.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	23.3	66.7	10.0	N/A	10.0
	Grade 4	33	100.0	31.3	56.3	12.5	N/A	12.5
	Grade 5	33	100.0	44.8	44.8	10.3	N/A	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	31	N/A	71.0	25.8	3.2	N/A	3.2
	Grade 4	33	N/A	51.5	42.4	6.1	N/A	6.1
	Grade 5	32	N/A	43.8	46.9	9.4	N/A	9.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	33.3	63.3	N/A	3.3	3.3
	Grade 4	33	100.0	46.9	46.9	N/A	6.3	6.3
	Grade 5	33	100.0	37.9	58.6	3.4	N/A	3.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 186)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.9%	Up from 3.5%	2.5%	2.4%
Attendance rate	94.9%	Down from 96.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.1%	Up from 2.5%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.2%	Up from 12.6%	7.7%	8.0%
Older than usual for grade	2.7%	Up from 1.5%	2.7%	1.1%
Suspended or expelled	3.2%	Down from 7.9%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	52.2%	Up from 45.5%	46.8%	50.0%
Continuing contract teachers	73.9%	Down from 77.3%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.4%	Up from 73.3%	79.6%	86.2%
Teacher attendance rate	96.7%	Up from 96.6%	95.2%	95.3%
Average teacher salary	\$42,038	Down 1.5%	\$37,991	\$39,909
Prof. development days/teacher	10.1 days	Up from 9.6 days	12.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	11.5 to 1	Down from 13.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 91.9%	88.8%	89.7%
Dollars spent per pupil*	\$9,730	Up 0.1%	\$6,839	\$5,892
Percent spent on teacher salaries*	66.7%	Up from 64.1%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.6%	Down from 92.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Logan Leopards had another great year in 2002-03! Students participated in the development of a steel drum band and a West African drum and dance ensemble. The entire student body benefited from our partnership with a children's theatre company that provided performances for the students, residencies in theatre, and workshops for teachers in infusing language arts instruction with theatre. Dance instruction was continued for the students, and there was a residency in vocal music. Every student had the opportunity to perform in our Earth Day celebration, our Winter Holiday program and/or our Black History program. We ended the year with an International Arts Festival that featured our dancers and drummers, giant puppets made in our visual arts classes and operated by our students, and a mass choir made up of Logan Leopards. We began the use of a new math series, added a preschool special education class and started an In-School Suspension program.

Also during this school year, the teachers participated in a graduate course on building rigor in the curriculum, and a number of teachers attended conferences on reading and literacy instruction. A consultant spent several days working with the teachers on integrating social studies and language arts instruction. In addition, parents and staff completed a self-study with the Southern Association of Colleges and Schools. A fourth teacher completed Nation Board Certification, with three others still in the process.

Test results indicated a continued need to focus on basic skills in reading and math. We continued to implement the Accelerated Reader and Accelerated Math programs with all students participating in S.T.A.R. testing to determine appropriate instructional levels. The reading program included independent reading each day and teacher/student conferences. Our Media Center circulated more than 40,000 books. All students participated in weekly math competitions and were invited to participate in the Principal's Writing Contest, held quarterly. Our instructional program was further enhanced by tutoring in math and reading funded through the Title I program.

There were many opportunities for parents to participate in school activities. Conferences were held with each parent during the first grading period. The school held its first parent conference meetings away from the school in the neighborhood. Our Books & Breakfast and Parents & Toddler activities brought in as many as 45 parents at a time. The PTO sponsored a fund-raiser and funded several projects throughout the year.

We continue to face challenges in parent involvement, student motivation and mobility and the problems associated with being a "small school." We look forward to the new year!

Richard E. Moore, Principal, Logan Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.